



THE
DE LA SALLE
ACADEMY

QUALITY OF EDUCATION POLICY

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Aims:

- To provide a high quality of education that enables our students to reach their true potential and thoroughly equip them for the next stage of their learning journey and future employment.
- To achieve high quality learning through high quality teaching within a stimulating and well-ordered environment.
- To set a level of challenge tailored to the capacity of each student so that he is stretched to achieve his full potential.
- To provide a framework for high quality Wave 1 teaching and bespoke differentiation allowing all students to access the curriculum.
- To provide opportunities for students to discover and pursue their own interests, ideas and vocations so that that they can live life to the full.
- To ensure that all students receive high quality pastoral care through which their welfare and academic progress are monitored and supported.
- To ensure that the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- To offer the students the opportunity to enhance their understanding of the factors contributing to their positive physical and mental health and emotional and spiritual well-being and their understanding of Active Citizenship and British Values.
- To foster a Lasallian ethos where respect for others, learning and the environment, informed by the teachings of the Gospel are paramount and where praise, recognition and encouragement are central to our philosophy and practice.
- To seek to include all members of the community in life-long learning and partnership in shaping the direction of the De-La-Salle Academy.

Objectives

This policy will help staff to:

- Create a positive learning environment.
- A well-structured and sequenced curriculum that offers a five year learning journey.
- Understand how a lesson should be structured for maximum knowledge to be gained.
- Recognise the importance of planning and understand what effective planning looks like.
- Recognise and apply the features of the effective teaching through the TEEP learning cycle.
- Understand what effective teacher behaviours are and incorporates the principles of Every Lesson Counts.
- Promote effective teacher and learner behaviours.
- Apply the principles underlying how students learn most effectively in lesson planning.
- Understand/play their role in monitoring the quality of learning and teaching through the use of the DLSA Five Golden Threads.

This policy is split into four sections:

- i) Effective Teaching in DLSA
- ii) Effective Learning in DLSA
- iii) Effective Monitoring of Teaching and Learning in DLSA
- iiii) Supporting staff through Effective CPD

Section One: Effective Teaching in DLSA

Creating a Positive Learning Environment

In order to ensure a quality education for all students the learning environment must be ready for learning to begin. Therefore the following classroom management structures should be in place.

- Student's books should be on their desk before they arrive in the room*. Students giving books out at the beginning of the lesson wastes learning time and can cause disruption.
- The stationary required for the lesson should be set out with the books. Again the giving out of rulers and pencils wastes learning time.
- Resources such as worksheets & reading material should also be placed out in advance of the start of the lesson.

*Refer to Covid guidance in Covid situation

The above classroom management strategies are research based and are proven to create a well ordered learning environment which allows teaching and learning to take place.

Moreover at De-La-Salle Academy, classrooms, workshops, laboratories and other learning environments should demonstrate the following characteristics:

- Well maintained and stimulating displays (including student work) that reinforce learning across the curriculum area(s). They are regularly changed to reflect the stage of the curriculum students are at.
- Key words, vocabulary and knowledge must form part of the classroom displays. These must reflect the current stage of the curriculum.
- Resources are organised, respected, relevant and accessible.
- Classroom and furniture layout promotes learning and health & safety. And are planned with a clear rationale for learning and reflected in data rich seating plans.
- Displays must be consistent in each classroom. All rooms must display the following learning posters: TEEP Learning Cycle, (add in updated displays)
- The environment is welcoming and shows that adults and students respect each other.
- The environment is clean, tidy and orderly.

Lesson Structure

The structure of lessons are to follow a consistent approach for the beginning and end, using the TEEP learning cycle. This ensures a good quality of education for all by having a common pedagogical framework.*

- All staff are to meet and greet at the door – one foot on the corridor and one foot in the classroom. This gives staff the ability to see both sides of the environment.
- Students should not be allowed into the teaching area until they are calm and ready to learn.
- Positive relationships should begin at the door and the teacher should welcome the students into the teaching area.
- Students should stand behind their chairs and place their equipment on the desk.
- Staff should welcome the students by greeting them with 'Good Morning' or 'Good Afternoon'; which should be followed with the instruction for students to sit down and begin copying the title and date and completing the Prepare for Learning Low Stakes Quiz activity, which celebrates knowledge and promotes retrieval and retention of prior learning.
- Register to be taken.
- Learning begins.
- At each stage of the TEEP cycle students should record which stage of the cycle they are up to by placing the TEEP code in the margin.

*During Covid conditions in school please refer to the guidance given during Inset day 1 regarding the starting and ending of lessons.

Every lesson counts and is an integral part of the learning journey. The only way the curriculum can be fully accessed by the student is for every lesson to count. Each lesson should adequately exploit opportunities for the teacher to:

- Challenge - Students are challenged through well sequenced retrieval tasks, retention tasks and teaching of new knowledge. The bar should be raised high and challenging expectations are key to success.
- Explanation - New knowledge is expertly explained through well planned learning activities.
- Modelling – The teacher should model how knowledge is applied.
- Practicing – Students should practice recalling prior knowledge and applying new knowledge.
- Questioning – Students should be challenged with higher order questions, which are targeted and probing to elicit the best greatest amount of knowledge
- Feedback – The teacher should provide a range of feedback to students both in verbal and written forms this will ensure that students can progress in their learning

At the end of the lesson the following consistent approach should be adhered to:

- Review learning.
- Pack away and tidy the classroom.
- Stand behind chairs – staff check the cleanliness of the room.
- Dismiss, either row by row or table group. (Students should leave orderly without coats / outside garments on).

Effective lesson planning

Lessons planned by teachers at De La Salle Academy should demonstrate the following characteristics:

- The Learning Objectives and Outcomes of the lesson are clear and are understood by students and adults;
- Objectives should reflect Blooms Active Verbs and offer progress routes;
- The six part TEEP learning cycle is used;
- Opportunities for Knowledge to be continually retrieved and mastered must be planned for. The acquisition of knowledge should be constantly celebrated through low stakes quizzing and regular extended celebrations of knowledge;
- Resources are well prepared, in good condition, and used appropriately;
- Expectations are high for behaviour and quality / presentation of work;
- The students are given opportunities to develop as independent learners and make decisions and choices for themselves;
- Continuous assessment for learning makes the lesson flexible and responsive to the individual student's learning needs;
- Differentiation throughout the lesson challenges all students (with specific reference to SEN/More Able) and encourages creativity and reflection. Wave 1 teaching should be planned for and evident in all lessons;
- A positive classroom climate is created through genuinely constructive praise, assessment feedback and rewards;
- The teacher's subject knowledge is extensive to allow him/her to pick up any misconceptions and answer any student's question;
- Cross curricular themes are developed explicitly where appropriate (Literacy, Numeracy, Citizenship, ICT, British Values, RSE, Careers etc.);
- Homework/Extended Learning is integrated into the lesson plan to consolidate or extend learning;
- All planning should be available in the teacher planner or on a TEEP planning sheet in the teacher file;
- All lessons should contain the elements of Every Lesson Counts.

The Five Golden Threads of Teaching in DLSA

Each lesson in DLSA should contain the following 'Golden Threads'.

- Creating a calm and quiet learning environment
- Hands up to answer questions
- Clear instructions
- Silent writing time
- Praise

1. Creating quiet

To achieve quiet in the room – Put your hand up and say 'RESPECT'. Do not begin teaching until all hands are up, and all students are quiet.

2. Answering questions

When asking the whole class a question – Insist that students put their hands up. Do not accept students shouting out! Repeat to the students that ‘Hands must go up’. When directing questions at individuals be clear who you are asking and only accept an answer of that person.

3. Directing students

When presenting new information/directing a task – Instruct the students to put everything in their hands down and focus all their attention on you. Using phrases such as:

- ‘Pens down all eyes on me’.
- ‘One, two, three focus on me.’
- ‘Time to put everything in your hands down and look this way.’

Do not begin any explanation until every single student is focused upon you. Praise the students who have done what they have been told first time. For example, say ‘Well done these three tables, we are just waiting for two more then we can begin.’ The golden rule is do not start your explanation until everyone is silent.

4. Achieving silent working time

When you require the students to work in silence – To maintain silence be clear ‘One, two, three focus on me. For the next eight minutes you are going to be working in silence that means no talking at all.’ Monitor each table maintaining the silence. Silence breeds silence!

5. Praise

Praise, praise and praise again – When answering a question correctly, completing a piece of work offer praise, ‘Well done young man, excellent answer.’

Performing each of the ‘Golden Threads’ consistently will offer our students a clear message about what we expect in each lesson. By taking a consistent approach we will create a harmonious teaching and learning environment.

Section Two Effective learning

In planning for effective learning and teaching at De La Salle Academy, colleagues should apply the following basic principles about how students learn.

Students learn most effectively when:

- The purpose of the learning is clear.
- Goals and targets for the learning are agreed.
- Students are involved in the planning and management of their learning.
- They realise that there is something worth investing effort in.
- The learning maintains an element of challenge.
- The learning is surprising and spontaneous.
- The learning is challenging and differentiated.

In planning the learning targets, tasks and activities will be carefully selected to take account of individual needs.

In this respect, it is important for De La Salle Academy students that:

- The curriculum is designed for all students, catering for differing abilities and that the five year learning journey provides the best quality of education that will prepare the students for their next stage in life.
- Activities and tasks are planned to allow students to progress at an appropriate pace.
- Individual skills targets are based on student assessment and prior learning.
- Individualised educational plans (IEPs) are used in planning appropriate learning experiences.
- Relevant knowledge is integrated in the SoW - and knowledge is mastered over time to ensure expertise.

Students need to develop the following personal skills to enhance learning:

- Resilience
- Aspiration/Empathy
- Independence
- Active Listening
- Collaboration.

The following cognitive skills must also be developed:

- Explanation
- Analysis
- Linking
- Identification
- Describe

Presentation of Learning

All student work must be displayed to the highest standard and we achieve this by ensuring the following every lesson:

- The full date must be written at the top of the page with the title.
- The title and date must be underlined.
- Rulers should be used when drawing graphs, underlining or any straight edge diagram
- All written work must be completed in blue or black pen.
- Diagrams, tables or other technical drawing should be completed in pencil
- There is no graffiti on or inside learning books.
- TEEP codes must be used in books to indicate the stage in the cycle that students are Working at.

Seating Plans

- A data driven seating plan should be available for each class*, this should be updated frequently to ensure the best arrangement for learning.
- Seating plans will be designed using 'SIMS'.

- Seating plans must be available; in teacher files.
*During Covid conditions the Form Tutor will design the seating plan for the class bubble

Effective Monitoring of Learning and Teaching

Monitoring of learning and teaching has the aim of raising attainment, encouraging the sharing of good practice, individual professional development and overall school improvement.

Best practice suggests that when monitoring the quality of education there should be evidence that all students in a lesson:

- Retain and retrieve prior knowledge from the learning journey.
- Acquire new knowledge.
- Are able to practice the application of knowledge in a coherent way.
- Apply intellectual, physical or creative effort to their work.
- Are productive and work at a good pace.
- Show interest in their work, are able to sustain concentration, and think and learn for themselves.
- Understand what they are doing, how well they have done and how they can improve by acting on teacher feedback,

Learning and Teaching are monitored in the following ways:

- The Principal and SLT through regular and planned classroom knowledge drop-ins, sampling of lesson plans, reading of staff monitoring reports, monitoring of Schemes of Work, sampling of student work and quality of marking in weekly 'book looks', talking to students and by monitoring student achievements in the analysis of internal and external assessment data
- Deep Dives are led by members of SLT to assess the overall quality of curriculum, sequencing, depth of learning and acquisition of knowledge, quality of questioning, modelling, challenge, differentiation and high expectations of students.
- By Faculty Leaders through regular and planned sampling of lessons, talking to students, sampling of student work/marking, classroom observation within the agreed programme of monitoring and by monitoring student achievements in the analysis of internal and external assessment data
- By Line Managers through regular and planned classroom drop-ins and analysis of any other presented evidence in connection with the Appraisal cycle
- By Governors through regular and planned reports provided by SLT and the principal.
- By Governors through their regular discussions and visits with their link directors.

Section Four: Supporting staff through Effective CPD

At De La Salle Academy we are committed to CPD in order to create the best possible quality of education for all students and enabling our staff to deliver the best quality of education. To this end:

- CPD will take place once per half term, for 2020 the primary focus will be on Wave 1 teaching.

- Teacher training days in the form of twilights will focus on Making Every Lesson Count.
- A CPD budget is in place to support external CPD.
- All staff have to complete at least one on-line CPD a term.
- DLSA has invested in the ALSSIT CPD program to support staff in becoming 'knowledge experts' in their field.

All staff are expected to play a full and active part in the initiatives outlined above.